

# 5/6 TEAM CURRICULUM NEWSLETTER

## TERM 2 2025



Welcome back to our wonderful Year 5 and 6 students and families. Term 2 is set to be an eventful and busy term. Our Year 6s are looking wonderful in their bright red graduation windcheaters and our Year 5s are very much looking forward to their Cottage by the Sea camp this term.

### READING

This term in Reading, students will continue to use the Lexile reading program which encourages students to build their comprehension and understanding.

We will be examining a variety of rich texts to deepen their understanding of literature and develop key comprehension strategies. Our focus areas include **visualising, making connections, summarising, identifying main ideas, and making inferences and predictions.**

We will be using mentor texts such as *Wonder* by R.J. Palacio, and poetry including *Mulga Bill's Bicycle* and *The Man from Snowy River* by Banjo Paterson, and *My Country* by Dorothea Mackellar. Students will engage in **Reciprocal Reading** and other collaborative strategies to strengthen their skills. They are also working on **fluency, text structure, and building meaning using prior knowledge (schema)**. Each class will continue to visit the school's Library on a weekly basis to allow the students the opportunity to borrow a book of their choice.

### WRITING

This term in Writing, students have begun exploring **poetry** writing. As ANZAC Day was early this term, we began with an ANZAC Day writing focus, using the *Ode of Remembrance* and other related texts to inspire reflective poetry. Students have now moved onto exploring a variety of iconic Australian poems, including *Mulga Bill's Bicycle*,



*The Man from Snowy River*, and *My Country*, where they will learn about **poetic structure, language features, and expression**. Students will be given the opportunity to create their own poems. (Limerick, Free Verse, Alliterations, Haiku, Diamante)

Later in the term, the focus will shift to **Informative Writing**. The '7 Steps of Writing' framework will be used to teach the skills and concepts. The 7 Steps are...

- Step 1: 'Planning for Success'.
- Step 2: 'Sizzling Starts' is about writing engaging introductions.
- Step 3: 'Tightening Tension' includes the ordering of facts and using a variety of sentence types.
- Step 4: 'Dynamic Dialogue' is where quotations from experts found during research, are used support the facts.
- Step 5: 'Show, Don't Tell'. Here students learn to create 'word pictures' so the reader can visualise the facts being explained. For example, describing the lush, green, and damp rainforest.
- Step 6: 'Ban the Boring' which is traditionally known as revising and editing.
- Finally, step 7: 'Ending with Impact'. Here students learn to write powerful conclusions that leave a lasting impression.

Spelling will be explicitly taught through focuses such as **word origins (etymology), tricky homonyms, abbreviations, and palindromes**, supporting vocabulary development and writing accuracy.

### MATHEMATICS

This term in Mathematics, students will focus on the multiplication and division of both **whole numbers** and **decimal numbers**. They will be encouraged to interpret word problems, develop efficient **mental strategies**, and make connections between **multiplication and division as inverse operations**. A key area of focus this term will be developing a **fast and accurate recall of times tables to 12**, which will build confidence and provide a strong foundation for solving more complex multiplication and division

problems. Students will have opportunities to challenge themselves in their **multiplication and division facts to 12** using the online program **Times Tables Rock Stars**, which will help build their speed and accuracy in a fun, engaging way.

As the term progresses, students will explore **measurement concepts**, including **area, volume, and capacity**, through hands-on tasks and real-world applications. Later, they will move into **fractions, decimals, and probability**, learning to compare, order, and apply these concepts.

### INTEGRATED STUDIES

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This term in Integrated Studies and Science, students will explore two major Science strands: **Chemical Science** and **Physical Science**. In the first half of the term, students will investigate the properties of **solids, liquids, and gases**, conducting hands-on experiments such as **freezing and melting**, creating gases with chemical reactions, and observing **changes in states of matter**.

In the second half of the term, the focus will move to **light and shadows**. Students will explore how light travels, bends, and reflects using prisms, mirrors, and torches. They will also investigate **how and why shadows change size**, with opportunities to apply knowledge through activities like creating shadow puppets and experimenting with transparent, opaque, and translucent materials.

### INFORM AND EMPOWER

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**INFORM&EMPOWER**  
Cyber Safety & Digital Wellbeing

This term our 5/6s will be learning about healthy digital habits and will focus on how some technology is designed to be addictive and how that impacts us. Students will learn how to take charge of their technology use and use healthy digital habits. Our students will be joining the Inform and Empower interactive live stream on Tuesday 13<sup>th</sup> May to learn more about taking control of their technology use.

### HOMEWORK

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Students homework is reading. Students are expected to read their take home reader (at their reading ability level) for 20 minutes each night, record what they have read in their diary and have a parent/carer sign their diary.



### STUDENT DIARIES

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It is each student's responsibility to take their diary home each day and have it signed by their Parent/Carer. This is so that students learn to use the diary to record their home reading, as an organizational tool and so that they (and their families) are aware of the many things happening in our busy school. Diaries need to be signed daily.

The student diary is also a communication tool between school and home. Please feel free to use it to communicate to your child's teacher.

### ABSENCES AND LATENESS

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#### EVERY DAY COUNTS & EVERY MINUTE MATTERS

Going to school every day is the single most important part of your child's education. Students learn new things at school every day – missing school puts them behind. In Victoria school is compulsory for children and young people aged 6 -17 years. Coming to school every day helps your child make and maintain friendships and build connections to others.

It is a requirement that schools must record and monitor attendance and absences.

There are always times when students need to miss school, such as when they're ill. It's vital that they're only away on the days they are genuinely sick. Developing good sleep patterns, eating well and exercising regularly can make a big difference. The school requires medical certificates for students who are experiencing high levels of absenteeism.

Please ensure that all student absences are reported to the school. This can be done by:

- Logging via Compass and add an attendance note (found under “approvals” on the app)
- Calling the school on 9249 2770
- Emailing the school - [woodvilleps@education.vic.gov.au](mailto:woodvilleps@education.vic.gov.au)

Please take some time to go through the attached ‘Every Day Counts Attendance Fact Sheet’. Thank you for your assistance with this.

### **PARENT/CARER and TEACHER COMMUNICATION**

Parents/Carers can communicate with their child’s teachers via Compass Connect.

Each class will also have a Parent Compass Connect Chat Group so teachers can send home quick messages to all families. An example might be to alert you to a note coming home which needs to be signed by you.

If you reply to the chat messages, please note everyone in the group can see what you type. You can send a message directly to your child’s teacher if you would like to ask a question, let us know something, etc.

If you would like to chat to your child’s teacher (concerns, sharing personal information or need further clarification) please contact the office either by phone or email: [woodvilleps@education.vic.gov.au](mailto:woodvilleps@education.vic.gov.au) and your child’s teacher will get back to you as soon as they can.

For an extended discussion please make an appointment with the teacher via the team at the office.

We look forward to building an excellent working relationship with all our wonderful parents/carers.

### **SCHOOL UNIFORM**



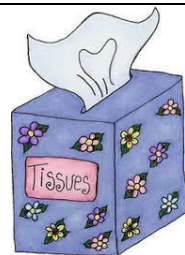
All students are expected to be in full school uniform every day.

Shoulder length or longer hair is to be tied back both for student safety and to help restrict the spread of head lice. Unnatural hair colours (e.g. green, pink or purple) and/or extreme hairstyles are not permitted. Hair ties and clips are to be in appropriate colors such as navy, pale blue or match student’s hair colour.

A copy of the Uniform Policy is available on the school website.

### **TISSUES**

We would very much appreciate it if each student could bring a box of tissues for the classroom to help us throughout the cold Autumn and Winter term.



### **SMART GOALS**

Student Smart Goals have been updated for all students and are available on Compass for families to see. To assist the students in achieving these goals, please display them in a place you can continually talk about how they feel they are working towards successfully achieving their goals.

### **TERM 2 SPECIALISTS**

#### **LOTE Japanese: Miyuki Sensei**



This term, 5/6 students will be exploring the world of Ninja to experience and learn about Japanese culture. They will study the Ninja Song, learn the Kanji for Ninja (忍者), and explore general information about Ninja through articles. Using the knowledge they gain; students will create their own original Ninja characters. They will also learn descriptive words in Hiragana to describe their Ninja. Later in the term, students will begin the Ninja House Project, applying what they have learned in a creative way.

### Music – Mrs Lisa Wood

The whole school focus of our music sessions in Term Two is Performance. All students will be learning choreography and staging etiquette. They will also be involved in designing stage props and costumes.



The children will be working collaboratively on staging a whole school performance. The performance will be showcased on Tuesday 2nd September, 2025 (more information will be distributed during the term).

This performance aims to showcase the student's talents in drama, music, dance and voice. Performing helps to build self-confidence and self-expression. It helps develop memory skills, problem solving skills, team building, social interaction and co-operation.

### ART – Ms Nicole Wassall

This term, our Year 5 and 6 students are focusing visual literacy as they explore art as a powerful form of self-expression. Through hands-on activities and thoughtful discussions, students are developing their critical and creative thinking skills — learning to share their ideas clearly, explain their choices, and listen respectfully to others.



A major focus this term is our Self-Portrait Project, where students are encouraged to reflect on their personal and cultural identities. They'll use a variety of artistic techniques to create portraits that tell their own unique stories. In addition, students are exploring how artists from different cultures express beliefs, traditions, and stories through their artwork. Together, we're discovering how art can reflect the world around us — and even challenge the way we see it.

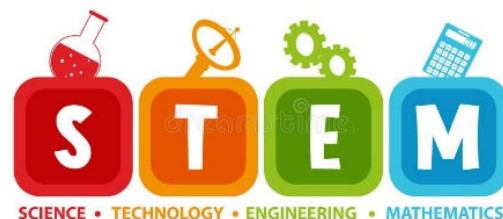
Keep an eye out for the amazing work coming soon to our classroom walls and school displays!

### Physical Education – Mr Tom Digby

This term in Physical Education, our 5/6 students will be focusing on Net and Wall sports, including Tennis, Volleyball, and Badminton. These sports help develop key skills such as hand-eye coordination, strategic thinking, teamwork, and spatial awareness. By learning to serve, rally, and defend space on the court, students build not only their physical abilities but also important life skills like communication, resilience, and cooperation. Students in 5/6 will engage in many team based activities and match play simulations.



### STEM (Science, Technology, Engineering, Mathematics) – Mrs Leanne Sammut



This term, Year 5/6 students will deepen their understanding of **Chemical Science**, investigating matter at a **molecular level**. As they conduct experiments, students will record their observations and reflections in their **Google Slides learning journal**. They will examine changes in matter through the lens of **particle theory**, identifying **chemical reactions** and applying their knowledge of **solids, liquids, and gases** to explain their findings using scientific language.

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**(Please return this slip)**

I have read the Term 2, 2025 56 Team Curriculum Newsletter with my child.

Student's name: \_\_\_\_\_ 56\_\_\_\_\_

Parent Signature: \_\_\_\_\_

Parent Name: \_\_\_\_\_